ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/23/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000598	R2 p.6		

4. AUTHOR(S): O'Neal, Charles E. and Cottle, William C.

5. TITLE OF DOCUMENT ABSTRACTED: A Comparison of Freshman Entrance Scores for Successful and Unsuccessful Football Scholarship Candidates at the University of Kansas

6. PUBLICATION TITLE: University of Kansas Bulletin of Education

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: ORG. University of Kansas; ST.; CITY, STATE Lawrence, Kansas; TELE. EXT.; INST/LOC CODE

9. PUBLISHER OR SOURCE: University of Kansas

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
7	21-23	Nov. 52	3

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

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TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: experimental study

16. INDEXING TERMS (6-12)

	physical education	admissions		
		examinations		
experimental studies	retention	measurement		
students	financial aid			

17. ABSTRACT (MAX. 250 WORDS)

Purpose of study was to determine which entrance test scores showed high difference between stayins and dropouts, to provide added criterion for selection of football scholarship recipients.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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A Comparison of Freshman Entrance Scores for Successful and Unsuccessful Football Scholarship Candidates at the University of Kansas

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INTRODUCTION

The present study arose from the need of obtaining a better selection process for recipients of football scholarships at the University of Kansas. It has been the practice to accept any student qualified in football who had been graduated from high school. This system has resulted in poor selection, for many promising athletes who were given scholarships did not survive to enter varsity competition. Apparently more definitive selection criteria are needed.

Some better estimate of academic ability is needed than the high school record which is used at present. This would save the athlete wasted time and the University the money expended in scholarships. Such an estimate could be used to compare the prospective scholarship recipient with other athletes who have been able to make regular progress toward a degree and thus complete their eligibility.

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Purpose

Each entering student at the University of Kansas is required to take a group of entrance tests. These test scores might be a better criterion for predicting successful scholarship recipients than the system now in use. It was decided, therefore, to examine, critically, the scores made on entrance tests by freshmen football players who were active members of the football squad. Those who were able to survive and meet varsity competition for their full period of eligibility were listed as *stay-ins*. Those who failed to complete all their varsity competition were listed as *drop-outs*. The purpose of the present study was to determine which of the entrance test scores showed a statistically significant difference between the *drop-outs* and the *stay-ins*, thus providing an added criterion in the selection of successful football scholarship recipients.

Procedure

The data were gathered from entrance test scores on record at the University of Kansas Guidance Bureau during the years 1946 through 1951. The number of sets of scores found for the *stay-ins* was sixty-two. The total of the *drop-outs* was forty-three. The scores recorded are raw scores on the *American Council on Education Psychological Examination*, the *Cooperative Reading Test*, the *Cooperative English Test*, and the *Kansas University Mathematics Test*.

Means, standard deviations, *F* tests (variance ratio) and *t* tests were computed by means of standard formulas and are shown in Table 1. When *F* tests indicated lack of homogeneity in the variances, Cochran-Cox tests were computed.

Table 1

A Comparison of the Results on Four Entrance Examinations for Those Recipients of Football Scholarships at the University of Kansas Who Succeeded and Those Who Failed to Meet Eligibility Requirements

Name of Test	N	Mean	S.D.	*F*	*t*	*t*.05	*t*.01
A.C.E. Psychological Examination:							
Stay-ins	62	109.53	23.38				
Drop-outs	43	85.44	23.23	1.15	11.31*		
Cooperative Reading Test:							
Stay-ins	62	48.54	12.81				
Drop-outs	43	41.76	21.18	2.28*	1.86	2.01	2.67
Cooperative English Test:							
Stay-ins	62	49.46	12.81				
Drop-outs	43	39.55	21.18	6.66*	2.90*	2.01	2.67
K.U. Mathematics Test:							
Stay-ins	62	53.38	10.60				
Drop-outs	43	40.97	21.84	8.96*	3.44*	2.07	2.67

*Significant at the 1 per cent level.

As shown in Table 1, significant differences between the means of the *stay-ins* and that for *drop-outs* were indicated for the *American Council on Education Psychological Examination,* the *Cooperative English Test,* and the *Kansas University Mathematics Test,* but not for the *Cooperative Reading Test.* Further investigation showed that the only practical difference worth exploring was the difference between the two groups on the *American Council on Education Psychological Examination.* The raw scores of the two groups on this test have been plotted in Figure 1. This figure indicates that seventy-five per cent of the *drop-outs* fall below a score of 100 (forty-fifth percentile) while sixty-six per cent of the *stay-ins* are above such a cut point. While it is recognized that establishing such a cut point is highly tentative, since each individual case should be considered on its merits, nevertheless it is clear that using this test would definitely aid in the selection process.

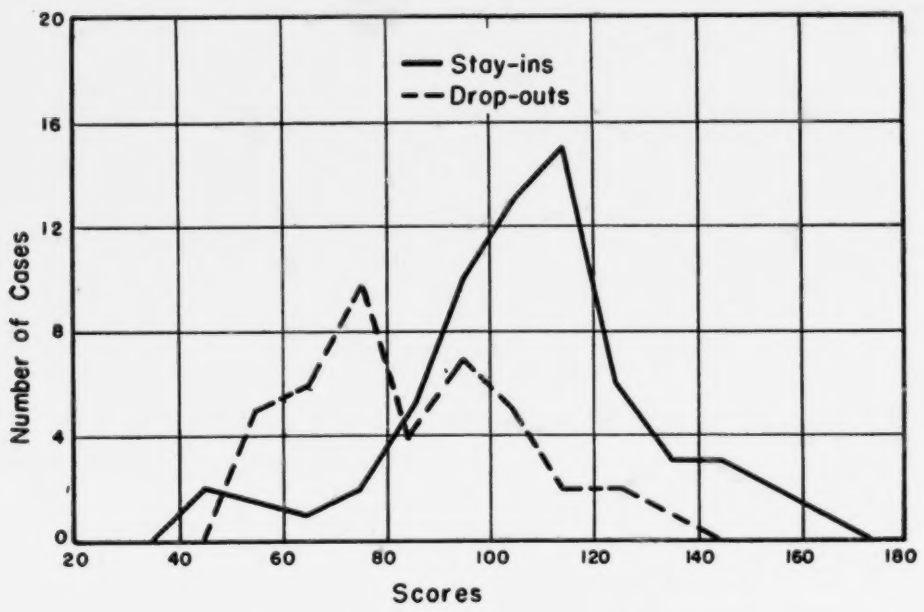

FIGURE 1.—The distribution of scores made by sixty-two football players who met eligibility requirements (stay-ins) and forty-three football players who failed to meet eligibility requirements (drop-outs) on the American Council on Education Psychological Examination.

CONCLUSION

By using sixty-two *stay-ins* and forty-three *drop-outs* from the football scholarship program who took the entrance tests at the University of Kansas, a cut score was set up at a raw score of 100 on the *American Council on Education Psychological Examination.* This cut score eliminated seventy-five per cent of the *drop-outs* and retained sixty-six per cent of the successful scholarship candidates. The other tests in the entrance battery did not appear to be useful in differentiating between the successful and unsuccessful groups.